



# A STUDY OF PROFESSIONAL LEARNING AMONG PROSPECTIVE TEACHERS OF SECONDARY SCHOOLS

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## ABSTRACT

The aim of this research was to study the prospective teachers of secondary school towards professional learning because these students in future have to promote interest in professional learning among the school pupils when they take up their jobs as teachers. The investigator studied the professional learning of prospective teachers of secondary school of Ajmer district. The data were gathered through professional learning from 640 prospective teachers of secondary school. The analysis of collected data was carried out with the help of 't' value. Descriptive Survey Method was used for this research study. The findings of the study were that majority of the prospective teachers were found to have favorable attitude towards professional learning. The research identify professional learning required for an effective teaching in schools according to changing scenario there is a need for change in character and structure of education.

**KEYWORDS:** Professional Learning, Prospective Secondary School Teachers.

## INTRODUCTION:

Teachers' professional learning has considerable promises for capacity building for sustainable improvement. It is the process whereby teachers develop and refresh skills, capabilities and knowledge throughout their careers to become increasingly and effectively accomplished practitioners. Teachers, to work in the complex and dynamic society needs to be critically informed, have professional values and knowledge and take actions that ensure a positive impact on learners and learning. For this teachers have to work as enquiring practitioners who engage in deep, rigorous, high impact professional learning. Teachers recognize the need for professional learning to impact on professional practice, the quality of learning and teaching. Teachers have to know that through working and learning together and achieving that right blend and balance of professional learning activities, they will have the greatest possible impact on the learning of student and to meet the everyday challenges for school improvement. Teachers professional learning activities results in teachers refreshing their awareness of the implication of local and national priorities and initiatives, their knowledge, understanding and skills in relation to pedagogy and use of technology to support learning and teaching. Effective professional learning results in sharing practice and learning.

## OBJECTIVES OF THE STUDY:

The study has the following objectives:-

1. To study the professional learning of prospective teachers of secondary schools on following dimensions:-
  - (a) Knowledge
  - (b) Skills
  - (c) Dispositions
2. To visualize the effect of following prospective teachers' on professional learning:-
  - a) Prospective teachers of government institutions and private institutions.
  - b) Gender of prospective teachers
  - c) Geographical location of prospective teachers
  - d) Teaching subject of prospective teachers'
  - e) Academic qualification of prospective teachers'
  - f) Educational gap in teacher education
  - g) year level of teacher education

## HYPOTHESIS:

The following hypothesis were formulated for the present study.

1. There is significant development of professional learning among prospective teachers of secondary schools on following dimensions:-
  - (i) Knowledge
  - (ii) Skills
  - (iii) Dispositions
2. There is no significance difference between prospective teachers of government institution and prospective teachers of private institutions on professional learning and its dimensions.
3. Gender of prospective teachers of secondary school has no significant effect on professional learning and its dimensions.
4. There is no significant difference between prospective teachers of rural background and prospective teachers of urban background on professional learning and its dimensions.
5. Level of academic qualification of prospective teachers of secondary schools has no significant effect on professional learning and its dimension.
6. Educational gap in teacher education programme have no significant effect on professional learning and its dimensions
7. There is no significant difference between prospective teachers of I year B.Ed. course and prospective teachers of II year B.Ed. course on professional learning and its dimensions.

## METHOD:

Descriptive Survey Method was used for this research study.

## Sample:

The present study is conducted on prospective teachers of secondary school. The study is restricted to prospective teachers of Ajmer District.

## Tools used:

Professional Learning tool made by the investigator. It consists of general information about the institute (government/private), area (rural/urban), gender (male/female), level of academic qualification (graduate/post graduate), educational gap (continuous/discontinuous), prospective teachers (I year B.Ed. course/II year B.Ed. course).

## Statistical Techniques used:

The collected data was analyzed by using mean, S.D. and 't' test.

## Analysis and Interpretation of Data:

The data received by the scale is given in Table 1. The data was analyzed keeping the variables in view. 't' value was computed for the frequencies institution wise, gender wise, area wise, academic qualification wise, educational gap wise, prospective teachers B.Ed. course wise.

**Table No.1: Mean, Standard Deviation & T-value of Professional Learning Skill Scale and Its Dimensions**

S. No.	Variable	Type	N	Mean	S.D.	t-value	Significance at 0.05/0.01 level
1	Total Sample		640	94.183	10.296		
2	Institute	Govt. Pvt.	320 320	94.800 93.566	10.577 9.969	1.519	Not significant
3	Gender	Male Female	320 320	93.003 95.363	10.682 9.753	2.918	Significant
4	Area	Rural Urban	320 320	93.956 94.409	10.164 10.421	0.557	Not Significant
5	Academic Qualification	Graduate P.G.	545 95	94.108 94.611	10.356 9.935	0.452	Not significant
6	Educational Gap	Continuous Group Dis-continuous Group	609 31	94.210 93.645	10.224 11.602	0.266	Not significant
7	Prospective Teachers	I <sup>st</sup> Year B.Ed. II <sup>nd</sup> Year B.Ed.	320 320	94.019 94.347	10.096 10.490	0.403	Not significant

From the table 1 it can be seen that the mean and standard deviation of the total sample were 94.183 and 10.296 respectively. The score ranged from 0 to 120. Hence, the hypothesis no.1 is accepted, It was concluded that there is significant development of professional learning among prospective teachers of secondary schools.

From the above table no. 1 it is revealed there is no significant difference is the prospective teachers of government institute and private institute on professional learning as the 't' value (1.519) was found to be not significant at 0.05/0.01 level. Hence, the hypothesis no.2 is selected. Both prospective teachers of government institute and private institute differ in their professional learning.

From the above table no.1 it is evident there is no significant difference in the prospective teachers of male and female gender on professional learning as the 't' value (2.918) was found to be significant at 0.05/0.01 level. Hence, the hypothesis no.3 is rejected. Therefore, it can be inferred that there is no significant difference between male and female prospective teachers of secondary schools on professional learning.

From the above table no.1, it is evident that there is no significant difference between prospective teachers of rural background and prospective teachers of urban background on professional learning as the 't' value(0.557) was not found to be significant at 0.05/0.01 level. Hence, the hypothesis no.4 is selected. Therefore, it can be inferred that there is no significant difference between rural and urban area of prospective teachers of secondary schools.

From the table no.1 it is observed that there is no significant difference on professional learning as per the level of academic qualification of prospective teacher of secondary schools. As the 't' value(0.452) was not found to be significant at 0.05/0.01 level. Hence, the hypothesis 5 is selected. Therefore, it can be inferred that there is no significant difference on professional learning as per the level of academic qualification of prospective teachers of secondary schools.

From the table no.1 it is evident that there is no significant difference on professional learning between continuous and discontinuous prospective teachers of secondary schools. As the 't' value(0.266) was not found to be significant at 0.05/0.01 level. Hence, the hypothesis 6 is selected. Therefore, it can be inferred that there is no significant difference on professional learning between continuous and discontinuous prospective teachers of secondary schools.

From table no.1 it is evident that there is no significant difference between prospective teachers of 1st year B. Ed course and prospective teachers of II<sup>nd</sup> year B. Ed course on professional learning as the 't' value(0.403) was not found to be significant at 0.05/0.01 level. Hence, the hypothesis 7 is selected. Therefore, it can be inferred that there is no significant difference prospective teachers of 1st year and II<sup>nd</sup> year B. Ed course on professional learning.

#### FINDINGS:

1. The total sample of prospective teachers of secondary schools have reflected above average performance on professional learning.
2. There was found to be no significant effect on the type of institution on the total mean scores of professional learning.
3. Female prospective teachers of secondary schools were found significantly higher than male prospective teachers on total mean of professional learning.
4. Urban prospective teachers of secondary schools were found significantly higher than rural prospective teachers on total mean of professional learning.
5. Post graduate prospective teachers of secondary schools were found significantly

cantly higher than graduate prospective teachers on total mean of professional learning.

6. Continuous prospective teachers of secondary schools were found to be higher than discontinuous prospective teachers on total mean of professional learning.
7. Prospective teachers of II<sup>nd</sup> year B. Ed course were found to be higher than prospective teachers of 1st year B. Ed course on total mean of professional learning.

#### CONCLUSION:

The finding of the research clearly show that there is significant difference between male and female prospective teachers of secondary schools in relation to teachers professional learning. The level of professional learning of male prospective teachers is low. This impacted on their teaching effectiveness. They need to improve competencies in their roles and functions such as planning and preparation of teaching, classroom management, subject knowledge, emotional control, moral values, interpersonal relationship communication etc. In performing these activities newness is required. The teacher has to do his task in innovative ways. The creativity among prospective teachers should be enhanced and analyzed which will provide a basis for exploring the kinds of experiences as well as assist prospective teachers in learning to use learning approaches to their work in the classroom, school and community.

Every teacher education institution college should organize pre-service program which will contribute to their development of teachers who will begin their professional work in the field of education with a desire and some ability to teacher professional learning. Education institute must provide opportunities for teachers to understand the specific content, giving facilities for acquired new knowledge, enable them to apply it to practice and reflect on the results with colleagues. The findings of the present study are also corroborated by the finding of Beauchamp L.(2014),Louws L. Monika, Klass van veen, Jacobiene Meirink A.& Jan H.van Driel (2017)-who reflected learning goals, related to communication and organization, curriculum and instruction, innovation, responsibilities and themselves as professional. Various relationship between learning goals and teaching experience emerged and issues related to curriculum and instruction which clearly reflect the development from early to mid and late career teaching profession.

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